



ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2005-06

2834 East Southern Avenue, Mesa, AZ 85204

Montessori Education Centre Charter School

Arizona's report cards have been revised to include requirements in the federal No Child Left Behind Act, such as Adequate Yearly Progress and the disaggregation of student level data into required subgroups.

AZ LEARNS¹

Elementary Achievement Profile (a)

2004-05 Performing Plus
2003-04 Highly Performing
2002-03 Small School

(a) For additional information, please refer to Achievement Profiles Page near end of document.

School Overview

Principal/Administrator : Mrs. Tamara Whiting
Schedule : 07:30 AM to 05:30 PM
Grades : K-6
2005 Enrollment : 235
Web Address : www.montessorictr.org
Phone Number : (480) 926-8375
Fax Number : (480) 503-0515
E-mail : tammywhiting@montessorictr.org

Mission

Montessori Education Centre is a kindergarten and elementary program. The Centre is committed to the development of the whole child by providing a well-rounded, individualized educational and developmental experience that is grounded in Montessori Principles; improving the academic performance and attitudes of students in key subject areas that nurture an enduring love of learning and empower them to live their lives as contributors to society and committed stewards of the earth.

No Child Left Behind

Adequate Yearly Progress (b)

2004-05 Not Met
2003-04 Met
2002-03 Met

School Improvement Status (b)

2004-05 N/A
2003-04 N/A
2002-03 N/A

(b) For additional information, please refer to the AYP page in this report card.

School / Academic Goals

- ü To support each student in becoming an independent, self-motivated, responsible and literate learner. To assist each student in developing a sense of personal meaning and responsibility for themselves, others and our world.
- ü To teach broad themes that emphasize the connectedness of all life and the interconnectedness of all academic disciplines. To assist students in mastering the Arizona Academic Standards in all content areas.
- ü To provide many opportunities across the curriculum for student-initiated, experiential, hands-on, inquiries and projects. Sample projects and/or written reports of such projects will provide the evidence of progress.
- ü To develop a passion for learning and an ability to acquire, process and use information to gain knowledge, create understanding, resolve conflict and solve problems through inquiries and projects.

Enrollment

October 1, 2004 School Year Student Enrollment : 246
Accepting New Students in 2005-06 Under Open Enrollment Law : ² Yes
Number of Students Attending Under Open Enrollment in 2004-05 : 43

Instructional Programs

- Ü Private Preschool
- Ü Private Full-day Kindergarten
- Ü Drama and Art Program
- Ü Individualized Instruction
- Ü Peace Garden Curriculum
- Ü On-site Special Education / Integration
- Ü Physical Education Program
- Ü Spalding Language Program

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	5 hours 30 minutes
First Day of School :	8/15/2005
Last Day of School :	5/26/2006

Shared Responsibilities

School

We provide a quality education in a safe environment. Our low student-to-adult ratio is designed to allow students to reach their highest potential. We hold Parent Nights to inform parents about the Montessori method and daily schedules. Parent-Teacher Conferences are held in December and May to report your child's progress to you. Parents are encouraged to set up conferences at any time and are invited to observe the classroom to gain a clear picture of a Montessori Classroom.

Parents

Parents are responsible for reading the Parent Handbook in order to understand the school procedures, education methods and philosophy. Student success is based on regular and punctual school attendance thus we appreciate parental support in this area. If questions or concerns arise, parents need to schedule a conference with either the teacher or an administrator. Parents are asked to volunteer 30 hours per year to assist either in the classroom or in the administrative office.

Transportation Policy

We do not provide transportation to or from school.

School Honors

Awards or Special Recognition Received By the School, Staff or Students

Award/Honor	Year
Ü American Montessori Society Affiliate	2005
Ü A+ Community Impact Award from School Mate	2001
Ü Wal-Mart Teacher of the Year Award	2003
Ü ING Unsung Hero's Award for Community Service	2005

3rd Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	25	36	79306	83	86	99	442	453	445	4	6	10	13	9	18	79	66	51	4	20	20
All Students (Prior Year)	35	52	75509	95	100	100	510	524	521	13	9	13	32	22	23	39	42	33	16	27	31
Female	15	20	38691	79	80	99	438	451	446	0	0	10	14	11	18	86	74	52	0	16	20
Male	10	16	40583	91	94	99	447	456	445	10	13	11	10	6	18	70	56	50	10	25	21
African American	--	--	4041	--	--	99	--	--	426	--	--	17	--	--	23	--	--	50	--	--	10
Hispanic	NC	NC	32869	NC	NC	99	NC	NC	429	NC	NC	15	NC	NC	25	NC	NC	51	NC	NC	10
Asian/Pacific Islander	NC	NC	1935	NC	NC	99	NC	NC	474	NC	NC	3	NC	NC	9	NC	NC	48	NC	NC	40
American Indian/Alaskan Native	NC	NC	4264	NC	NC	100	NC	NC	419	NC	NC	19	NC	NC	30	NC	NC	45	NC	NC	6
White	22	32	36197	85	86	99	440	453	463	5	6	5	14	10	11	76	61	53	5	23	31
Students with Disabilities	NC	NC	10321	NC	NC	100	NC	NC	389	NC	NC	30	NC	NC	27	NC	NC	34	NC	NC	9
Students without Disabilities	23	33	69060	96	92	98	444	458	454	5	3	7	9	6	17	82	69	54	5	22	22
Limited English Proficient Students	--	--	15509	--	--	100	--	--	406	--	--	20	--	--	30	--	--	45	--	--	5
Migrant Students	--	--	118	--	--	NA	--	--	419	--	--	25	--	--	21	--	--	50	--	--	3
Economically Disadvantaged	NC	NC	39415	NC	NC	96	NC	NC	431	NC	NC	15	NC	NC	25	NC	NC	50	NC	NC	10
Non-Economically Disadvantaged	21	30	39966	81	88	100	444	459	459	0	0	6	10	7	12	86	70	52	5	23	30

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	25	36	79395	83	0	99	471	473	446	4	6	9	8	6	25	79	74	55	8	14	11
All Students (Prior Year)	36	53	75492	97	100	100	522	528	519	6	4	12	15	11	16	55	57	47	24	28	24
Female	15	20	38743	79	0	100	473	482	451	7	5	7	7	5	24	79	68	57	7	21	12
Male	10	16	40618	91	0	99	468	461	440	0	6	11	10	6	27	80	81	53	10	6	9
African American	--	--	4052	--	--	100	--	--	434	--	--	11	--	--	29	--	--	54	--	--	6
Hispanic	NC	NC	32915	NC	NC	99	NC	NC	426	NC	NC	15	NC	NC	35	NC	NC	47	NC	NC	4
Asian/Pacific Islander	NC	NC	1936	NC	NC	99	NC	NC	468	NC	NC	3	NC	NC	14	NC	NC	63	NC	NC	19
American Indian/Alaskan Native	NC	NC	4271	NC	NC	100	NC	NC	420	NC	NC	15	NC	NC	42	NC	NC	41	NC	NC	2
White	22	32	36221	85	0	99	469	472	465	5	6	4	10	6	15	76	71	63	10	16	17
Students with Disabilities	NC	NC	10331	NC	NC	100	NC	NC	388	NC	NC	25	NC	NC	37	NC	NC	34	NC	NC	4
Students without Disabilities	23	33	69139	96	0	99	474	478	454	5	3	7	9	6	24	77	75	58	9	16	11
Limited English Proficient Students	--	--	15545	--	--	100	--	--	399	--	--	21	--	--	42	--	--	35	--	--	1
Migrant Students	--	--	120	--	--	NA	--	--	414	--	--	20	--	--	45	--	--	35	--	--	0
Economically Disadvantaged	NC	NC	39484	NC	NC	96	NC	NC	429	NC	NC	14	NC	NC	35	NC	NC	47	NC	NC	4
Non-Economically Disadvantaged	21	30	39986	81	0	100	475	480	461	5	3	4	0	0	16	86	80	63	10	17	17

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	25	36	78869	83	86	99	420	433	442	13	9	6	17	20	21	71	66	63	0	6	10
All Students (Prior Year)	36	53	75053	97	100	99	607	605	597	0	0	7	12	11	12	85	87	72	3	2	9
Female	15	20	38536	79	80	99	401	426	458	21	16	4	14	11	15	64	68	67	0	5	14
Male	10	16	40302	91	94	99	448	441	428	0	0	8	20	31	26	80	63	60	0	6	7
African American	--	--	4015	--	--	99	--	--	430	--	--	8	--	--	24	--	--	61	--	--	7
Hispanic	NC	NC	32606	NC	NC	98	NC	NC	426	NC	NC	8	NC	NC	27	NC	NC	60	NC	NC	5
Asian/Pacific Islander	NC	NC	1925	NC	NC	99	NC	NC	471	NC	NC	3	NC	NC	11	NC	NC	64	NC	NC	22
American Indian/Alaskan Native	NC	NC	4245	NC	NC	100	NC	NC	423	NC	NC	9	NC	NC	26	NC	NC	61	NC	NC	4
White	22	32	36078	85	86	99	412	425	459	14	10	4	19	23	16	67	61	66	0	6	14
Students with Disabilities	NC	NC	10246	NC	NC	100	NC	NC	367	NC	NC	18	NC	NC	39	NC	NC	40	NC	NC	4
Students without Disabilities	23	33	68697	96	92	98	419	436	454	14	9	4	14	16	18	73	69	67	0	6	11
Limited English Proficient Students	--	--	15339	--	--	100	--	--	399	--	--	11	--	--	31	--	--	54	--	--	3
Migrant Students	--	--	119	--	--	NA	--	--	402	--	--	16	--	--	30	--	--	53	--	--	1
Economically Disadvantaged	NC	NC	39106	NC	NC	95	NC	NC	427	NC	NC	8	NC	NC	28	NC	NC	59	NC	NC	5
Non-Economically Disadvantaged	21	30	39837	81	88	100	420	438	457	14	10	4	10	10	14	76	73	67	0	7	15

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

5th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	29	42	78906	100	100	99	519	512	498	4	5	13	15	21	19	63	59	48	19	15	20
All Students (Prior Year)	20	39	76019	100	100	100	509	493	499	0	13	14	42	42	39	21	18	14	37	26	33
Female	20	23	38644	100	100	99	511	501	500	5	9	12	16	23	19	68	59	49	11	9	19
Male	NC	19	40236	NC	100	99	NC	525	497	NC	0	15	NC	18	19	NC	59	46	NC	24	20
African American	--	--	4087	--	--	99	--	--	481	--	--	20	--	--	24	--	--	45	--	--	11
Hispanic	NC	NC	31938	NC	NC	99	NC	NC	481	NC	NC	19	NC	NC	25	NC	NC	46	NC	NC	10
Asian/Pacific Islander	--	--	1805	--	--	98	--	--	536	--	--	5	--	--	8	--	--	45	--	--	42
American Indian/Alaskan Native	NC	NC	4593	NC	NC	100	NC	NC	467	NC	NC	26	NC	NC	29	NC	NC	39	NC	NC	6
White	27	38	36483	100	100	99	522	516	517	0	3	7	16	17	13	64	63	51	20	17	30
Students with Disabilities	NC	NC	10664	NC	NC	100	NC	NC	430	NC	NC	42	NC	NC	27	NC	NC	26	NC	NC	5
Students without Disabilities	24	36	68310	100	100	98	515	509	509	4	6	9	17	21	18	65	62	51	13	12	22
Limited English Proficient Students	--	--	12573	--	--	100	--	--	454	--	--	27	--	--	30	--	--	38	--	--	5
Migrant Students	--	--	125	--	--	NA	--	--	476	--	--	18	--	--	35	--	--	42	--	--	5
Economically Disadvantaged	NC	NC	38679	NC	NC	96	NC	NC	483	NC	NC	20	NC	NC	25	NC	NC	45	NC	NC	10
Non-Economically Disadvantaged	27	36	40295	100	100	100	518	512	513	4	6	7	16	21	13	60	56	50	20	18	30

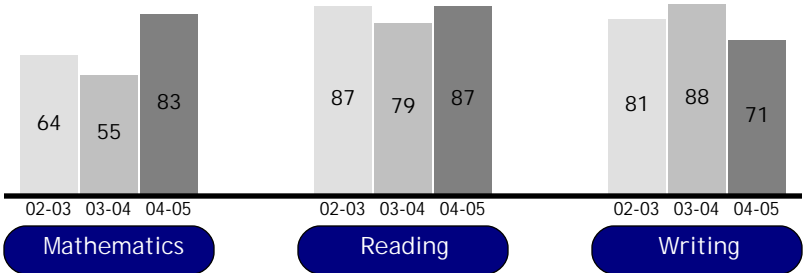
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	29	42	78908	100	0	99	515	506	484	0	8	10	15	10	23	70	69	58	15	13	9
All Students (Prior Year)	20	39	76020	100	100	100	516	512	503	5	13	25	21	32	23	58	39	40	16	16	12
Female	20	23	38648	100	0	99	518	504	489	0	9	8	5	5	22	79	73	61	16	14	10
Male	NC	19	40233	NC	0	99	NC	508	479	NC	6	12	NC	18	25	NC	65	55	NC	12	8
African American	--	--	4092	--	--	99	--	--	473	--	--	12	--	--	28	--	--	54	--	--	5
Hispanic	NC	NC	31940	NC	NC	99	NC	NC	465	NC	NC	16	NC	NC	32	NC	NC	49	NC	NC	3
Asian/Pacific Islander	--	--	1805	--	--	98	--	--	507	--	--	4	--	--	13	--	--	65	--	--	18
American Indian/Alaskan Native	NC	NC	4569	NC	NC	100	NC	NC	457	NC	NC	18	NC	NC	39	NC	NC	41	NC	NC	2
White	27	38	36502	100	0	99	514	506	502	0	6	4	16	11	14	72	71	67	12	11	15
Students with Disabilities	NC	NC	10665	NC	NC	100	NC	NC	423	NC	NC	30	NC	NC	36	NC	NC	31	NC	NC	2
Students without Disabilities	24	36	68312	100	0	98	514	508	493	0	6	7	13	9	21	74	74	62	13	12	10
Limited English Proficient Students	--	--	12556	--	--	100	--	--	436	--	--	24	--	--	40	--	--	35	--	--	1
Migrant Students	--	--	125	--	--	NA	--	--	457	--	--	22	--	--	40	--	--	38	--	--	0
Economically Disadvantaged	NC	NC	38662	NC	NC	96	NC	NC	468	NC	NC	16	NC	NC	32	NC	NC	49	NC	NC	3
Non-Economically Disadvantaged	27	36	40315	100	0	100	516	510	498	0	6	5	16	12	15	68	68	66	16	15	14

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	29	42	78750	100	100	99	537	518	500	0	3	6	15	23	29	85	74	63	0	0	2
All Students (Prior Year)	20	39	75673	100	100	100	590	537	530	5	11	12	5	21	25	84	66	58	5	3	4
Female	20	23	38586	100	100	99	543	531	515	0	0	4	16	23	22	84	77	71	0	0	3
Male	NC	19	40135	NC	100	99	NC	501	486	NC	6	8	NC	24	35	NC	71	56	NC	0	1
African American	--	--	4081	--	--	99	--	--	488	--	--	8	--	--	32	--	--	59	--	--	2
Hispanic	NC	NC	31841	NC	NC	99	NC	NC	483	NC	NC	8	NC	NC	36	NC	NC	55	NC	NC	1
Asian/Pacific Islander	--	--	1802	--	--	98	--	--	533	--	--	2	--	--	16	--	--	75	--	--	7
American Indian/Alaskan Native	NC	NC	4586	NC	NC	100	NC	NC	481	NC	NC	8	NC	NC	37	NC	NC	54	NC	NC	1
White	27	38	36440	100	100	99	538	518	516	0	3	3	16	26	22	84	71	71	0	0	4
Students with Disabilities	NC	NC	10622	NC	NC	100	NC	NC	415	NC	NC	21	NC	NC	50	NC	NC	28	NC	NC	1
Students without Disabilities	24	36	68196	100	100	98	536	519	513	0	0	3	13	24	25	87	76	69	0	0	3
Limited English Proficient Students	--	--	12504	--	--	100	--	--	451	--	--	12	--	--	44	--	--	43	--	--	1
Migrant Students	--	--	126	--	--	NA	--	--	464	--	--	14	--	--	44	--	--	41	--	--	0
Economically Disadvantaged	NC	NC	38558	NC	NC	96	NC	NC	485	NC	NC	8	NC	NC	37	NC	NC	54	NC	NC	1
Non-Economically Disadvantaged	27	36	40260	100	100	100	537	520	514	0	3	3	12	21	21	88	76	72	0	0	4

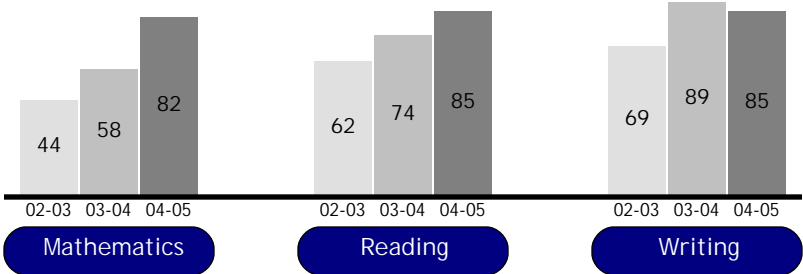
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Recent Trends in Student Proficiency on the State Standards (AIMS Test)

3rd Grade Proficiency



5th Grade Proficiency



The graph includes the percentage of students that met or exceeded the standards. NC = Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC.

The table below shows the schools that met or did not meet based on federal AYP requirements. To meet AYP for the year, all applicable goals must be met.

AYP Determination	Met Percent Tested?	N
	Met Test Objectives?	Y
	Met Attendance Rate?	Y
	Met Graduation Rate?	Not Evaluated
	Made AYP?	No

Glossary:

Adequate Yearly Progress

A measure of school performance as mandated by the federal government in the No Child Left Behind. AYP holds schools accountable for the performance of subgroups, as well as all students. AYP measures school toward the goal of having 100 percent of all students proficient in state standards for reading and math by 2013-14.

Met Percent Tested:

The school or district tested at least ninety-five percent (95%) of its students enrolled at the time of the test administration. Schools and districts must test at least 95 percent of their student in order to make AYP.

Met Test Objectives:

The percentage of students in the school or district that demonstrate proficiency in state standards by passing the AIMS test meets or exceeds the goal for that year. No Child Left Behind requires that Arizona set goals, called Annual Measurable Objectives, for the percentage of students passing AIMS for all public schools and districts in the state. The goals increase over time toward 100 percent passing by 2014. To meet the test objectives, every subgroup in the school must meet the Annual Measurable Objective.

Met Attendance Rate:

The school or district had an attendance rate of at least 90 percent over the first 100 days of the academic year. Schools and districts not serving high school students must have an attendance rate of 90 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

Met Graduation Rate:

The school or district had a four-year graduation rate of 71 percent or greater. School or districts granting a high school diploma must have a graduation rate of 71 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

Achievement Test Results

Stanford 9 and TerraNova/AIMS DPA

Grade	Content Area	2002-2003 (SAT9)				2003-2004 (SAT9)				2004-2005 (TerraNova)			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
2	Reading	97	48	58	50	93	60	NA	58	96	67	65	47
	Language	100	35	47	43	93	49	56	50	96	58	59	47
	Mathematics	100	38	53	57	93	35	54	64	96	57	60	50
3	Reading	100	61	61	47	97	63	NA	55	83	64	63	44
	Language	100	60	60	54	97	57	65	61	83	59	63	44
	Mathematics	97	50	52	54	95	53	65	61	83	54	58	51
4	Reading	95	81	70	52	100	76	NA	56	88	65	58	48
	Language	95	63	56	48	100	57	56	52	88	67	61	49
	Mathematics	95	65	56	57	100	69	65	61	88	69	65	53
5	Reading	100	65	68	50	100	81	NA	55	100	67	66	50
	Language	100	57	62	46	100	63	54	49	100	71	69	50
	Mathematics	100	68	70	57	100	81	67	63	100	65	64	49
6	Reading	100	88	85	53	100	76	NA	56	96	65	58	51
	Language	100	73	70	45	100	72	62	48	96	68	61	47
	Mathematics	100	85	77	62	100	84	74	66	96	66	59	52

Starting in Spring 2004-05, students were tested using AIMS DPA and TerraNova. AIMS DPA is a statewide assessment that is both standards-based, measuring student's knowledge against the Arizona Academic Standards, and norm-referenced, comparing student knowledge against students nationwide. TerraNova was administered to all students in grades 2 and 9. It is important to note the TerraNova/AIMS DPA and Stanford 9 test results are not comparable. For more information on the TerraNova and AIMS DPA, see our website at www.ade.az.gov/standards/

The Stanford 9 is a standardized, norm-referenced test. Since 1999, all students in grades 2 through 9 have been tested in Reading, Mathematics and Language. The percentage (%) of eligible students tested and the school's percentile ranks are listed above. State average percentile ranks for Arizona and District are provided for comparison. Note that the average percentile ranks for the nation are 50 for all content areas in all grades. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten students have been replaced with NC (not calculated) to protect student privacy. Some columns contain dashes (-) to indicate "no data available."

Montessori Education Centre Charter School - Mesa

School Site Council

Council Composition

- 1 School Administrator(s)
- 1 Non-certified Employee(s)
- 5 Teacher(s)
- 10 Parent(s)
- 0 Community Member(s)
- 0 Student(s)

Council Duties

- Ü Spring Craft Fair
- Ü Extracurricular Activities
- Ü School Safety
- Ü Fund Raising
- Ü Classroom support
- Ü Playground Improvements

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	2.00	Teacher	12.00
Other Professional Staff	.50	Teacher Aide	16.00

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	4	0	0	0
4 to 6 years	1	0	0	0
7 to 9 years	0	1	0	0
10 or more years	2	4	0	0

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	27
Teachers with Emergency Certificaton.	0
Percent of teachers in the school with Emergency/Provisional Certification	0%
Percent of core classes not taught by Hightly Qualified Teachers	51%

Resources Available at School Site

Special Facilities

- Ü Fully-equipped Montessori Classrooms
- Ü Outdoor Environments
- Ü Computers in Classrooms 1st - 6th grade
- Ü Peace Garden

Extracurricular Activities

- Ü Instructional Field Trips
- Ü After School Programs
- Ü Music and Drama Classes
- Ü Physical Education Program
- Ü Homework Club
- Ü Art Classes

Social Services

- Ü DES Services
- Ü After School Programs
- Ü Parent Education Classes
- Ü St. Mary's Food Bank Food Drive
- Ü Child Find Referral
- Ü Before School Program
- Ü Trick or Treat for UNICEF Drive
- Ü Thomas J. Pappas School Supplies Drive

Indicators of Success Based on Historical Data from 2004-05

School Achievements/Accomplishments 2004-05

- ü Reached goal of establishing a 13-to-1 student-teacher ratio. Each classroom has a lead teacher and a full-time assistant or co-teachers. We also have outdoor environments for each classroom.
- ü Implemented an integrated program that assists students in feeling prepared and confident in taking the AIMS/TerraNova Test.
- ü Montessori curriculum has been aligned with the Arizona Academic Standards in reading, writing, math, science and social studies.
- ü Every classroom (first through sixth) has a computer and software to aid in instruction and research.

Student Activity Rates for School Year 2004-05

	% School	Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate ⁴	95	95	94	95
Transfers Out Rates ⁵	4	12	12	17
Transfers In Rate ⁶	9	28	28	37
Stability Rate ⁷	95	87	87	82
Promotion Rate ⁸	100	96	95	81
Retention Rate ⁹	0	1	1	3
Dropout Rate ¹⁰	0	0	1	6
Status Unknown ¹¹	0	0	1	4
Graduation Rate ¹²	NA	NA	NA	79

NA = Graduation rate does not apply to K-8.

K-6/UE - Kindergarten to Grade 6 including Ungraded Elementary (UE).

9-12/US - 9th grade to 12th grade including Ungraded Secondary (US).

School Safety

School-level Efforts to Ensure a Safe and Healthy Learning Environment

Our Centre promotes a safe environment through teaching appropriate methods of conflict resolution. We also provide Character Education. We use the 'Character First' Program which contains curriculum for 24 character traits. For example, Attentiveness, Responsibility and Honesty. Children are treated with respect at all times and are taught to be respectful of those in their community.

Total number of incidents that occurred on the school grounds for school year 2004-05 that required the intervention of local, state or federal law enforcement (A.R.S.15-746.6) :

0

The Arizona Attorney General's Office has a hotline that allows students to report suspicious activities at schools and to get help with potentially violent situations, such as bullying, harassment, hate crimes, discrimination and gangs. The toll-free number, 1-877-900-1086, is anonymous and available 24 hours a day.

The Arizona Department of Education does not audit the information submitted by each school.

Contacts

	Name	Phone Number
School Site Council	Lisa Dix	(480) 926-8375
Transportation Policy	Melissa O'Connor	(480) 926-8375
Community Resources	Heather Evans	(480) 926-8375
School Nutrition Programs	Not applicable	
Parent Organization	Lisa Dix	(480) 926-8375
Student Health/Nurse	Melissa O'Connor	(480) 926-8375

The Arizona School Report Card was prepared by the Arizona Department of Education using a standardized format to combine information provided by the local school with data compiled from state records. Each school has special strengths and needs, and all schools benefit from the active involvement of parents in their children's education. If you have questions about the report card or need more information, contact the school office. Arizona School Report Cards can be found for all schools at www.ade.az.gov/srcs on the Internet. "The Arizona Department of Education of the State of Arizona does not discriminate on the basis of race, religion, color, national origin, sex, disability or age in its programs, activities or in its hiring and employment practices. If you have questions or grievances related to this policy, please contact the Administrative Services DAS at (602) 542-3186."

ACHIEVEMENT PROFILES

Arizona's Achievement Profiles capture the performance level of every school.

DEFINITIONS:

Failing to Meet the Academic Standards - needs to meet state performance and state progress goals.

School performance has been designated as Underperforming for three consecutive years and a site review determined that the designation of Failing to Meet the Academic Standards was warranted.

Underperforming - needs to meet state performance and state progress goals.

Performing - meets state performance goals.

Performing Plus - above state performance goals, however the number of students exceeding the standard on the AIMS test is not sufficient to earn a highly performing or excelling label.

Highly Performing - above state performance goals or has demonstrated adequate improvement, in addition a significant number of students have exceeded the standard on the AIMS test.

Excelling - significantly above state performance goals, in addition a significant number of students have exceeded the standard on the AIMS test.

TITLE I TERMS

Title I School Improvement Year 1

A Title I school that has not made adequate yearly progress (AYP) for two consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and support to the school in its school improvement efforts.

Title I School Improvement Year 2

A Title I school that has not made adequate yearly progress (AYP) for three consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts.

Title I School Improvement Year 3 or Corrective Action

A Title I school that has not made adequate yearly progress (AYP) for four consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must choose and implement at least one of six corrective actions. See Section 1116(b)(7) of NCLB for a list of the corrective action options.

Title I School Improvement Year 4 or Restructuring (Planning Phase)

A Title I school that has not made adequate yearly progress (AYP) for five consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

Title I School Improvement Year 5 or Restructuring (Implementation Phase)

A Title I school that has not made adequate yearly progress (AYP) for six consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

Footnotes

1 For an explanation of the Achievement Profiles, please visit our website at www.ade.az.gov/azlearns.

2 Under ARS 15-816, school district governing boards must implement open enrollment programs and establish policies covering admission criteria, application procedures and transportation provisions. For more information, contact the school district office.

3 Arizona's Instrument to Measure Standards (AIMS) includes the reading, writing and mathematics subject areas. The proficiency levels include: Falls Far Below (FFB) the standard, Approaches (A) the standard, Meets or Met (M) the standard and Exceeds (E) the standard. MSS = Mean Scaled Score. The federal law, No Child Left Behind, requires disaggregation in subgroups and ethnicity. NC= Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC. For more information on testing and Arizona Academic Standards go to <http://www.ade.az.gov/AIMS/default.asp>

4 Attendance Rate: Percentage of students attending the first 100 days of the academic year.

5 Transfers Out: the rate at which students transfer out of a particular school relative to the school's original enrollment for a given school year.

6 Transfers In: the rate at which students transfer into a particular school relative to the school's original enrollment for a given school year.

7 Stability (s): the rate at which students starting the year at a particular school remain enrolled in that particular school until the end of a given school year.

8 Promotion Rate: Percentage of students promoted to the next grade or who met graduation requirements and received a traditional diploma at the end of the 2004-05 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

9 Retention Rate: Percentage of students retained at the end of the 2004-05 school year.

10 Dropout Rate: Percentage of students counted as withdrawn due to chronic illness, expulsion or dropping out during the 2004-05 school year, to include activity during the summer of 2004. This rate includes students who were withdrawn after 10 consecutive days of unexcused absences or were coded by the school as "status unknown." The Promotion Rate, Retention Rate and Dropout Rate may not add to 100% due to the inclusion of summer activity in the Dropout Rate but not in the Promotion Rate and Retention Rate. For more information on the dropout rate study see our website at <http://www.ade.az.gov/researchpolicy/DropoutInfo/>

11 Annual Status Unknown: Percentage of students unaccounted for by any method during the 2004-05 school year. Annual status unknown students are not necessarily dropouts. For more information on status unknown, see our dropout rate study website at <http://www.ade.az.gov/researchpolicy/DropoutInfo/>

12 Graduation Rate: The graduation rate presented here is a 5 year cohort rate for the class of 2004. For more information on the Graduation Rate Study published by the ADE, please see our website at www.ade.az.gov/researchpolicy/grad.

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** If total cost of printing = \$0.00, the school elected to only provide the electronic version of the report card.

** Due to booklet size printing, print copies are produced in multiples of 4.